DOCUMENT RESUME

ED 026 067 JC 690 012

Final Report on MDTA Basic Education and Vocational Classes of the Work Training Program, Inc., 1965-67.
Santa Barbara City Coll., Calif. Adult Education Div.
Pub Date Nov 67
Note-33p.
EDRS Price MF-$0.25 HC-$1.75
Descriptors-Cooperative Programs, Counseling, *Disadvantaged Groups, *Junior Colleges, Private Agencies, *Unemployed, *Vocational Education, *Welfare Recipients
Identifiers-*California

This report describes a cooperative effort by a city college, a private group (Work Training Program, Inc.), and government agencies to rehabilitate local, long-time unemployed families. After considerable frustration and bureaucratic delay, the project concentrated on basic education and three vocational courses: gardener/groundsman, custodian/porter, and home attendant. Other vocational courses were requested, but were discouraged locally or rejected by the state. The staff used flexible teaching methods, much personal counseling, and many field trips to lessen the alienation and despair felt by most of the trainees. Many tests were used, but both they and the classes were kept as informal as possible. Details of all methods and results are given. The principal finding was that basic education was far more effective than vocational training in job placement, for those classes had been used to teach not only mathematics and language, but also group participation, civic awareness, and self-respect. Another conclusion was that vocational programs should aim toward higher-status jobs, rather than low-level, menial ones. The staff felt that emphasis on self-development through involvement and informal counseling was the most important factor in rehabilitation. Many families were removed from the welfare rolls after two or three generations. The hazards and limitations, as well as the accomplishments, of this program may serve as a guide for other local cooperative efforts. (HH)

ED026067

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT ON MDTA BASIC EDUCATION AND VOCATIONAL CLASSES OF THE WORK TRAINING PROGRAM, INC.

1965-67

JC 690 012

November, 1967

SANTA BARBARA CITY COLLEGE
ADULT EDUCATION DIVISION
914 Santa Barbara Street
Santa Barbara, California

INTRODUCTION

Adult Educators have always been concerned with those adults who are in need of elementary and basic education. In fact, in most programs great emphasis is placed on beginning English especially for the Foreign-Born. It is indeed ironic that so much attention is paid to English and Citizenship classes for the Foreign-Born when we have at the same time "missed" the large groups in poverty who are in such real need of education.

There is (or should I say "was") operating in our society a belief that we will always have the "poor" with us, so we were all guilty of just accepting them rather than trying to educate and rehabilitate them. In many ways, we educators have been their worst enemies. For so many of these people in poverty were literally made to be failures by being forced by educators out of a system of education which originally did not work for them. And we stopped there, almost glad that we did not have to contend with them in our regular educational programs.

Before the Work Training Program became a reality, many of us met frequently for months attempting to bring into play all local, State and Federal agencies and funds to tackle the hard-core poverty group in Santa Barbara. Everyone cooperated and it is singularly significant that it took a new private organization of important local people to coordinate and see the job which needed to be done. They not only saw the job which needed to be done, they pushed and pulled and threw their individual and collective weights around in order to continuously manipulate the project through bureaucratic red tape and endless obstacle courses to its successful conclusion.

A project of this kind could never have been handled by a school itself. Schools cannot deal with bureaucratic structures as can a private, independent body of men. At least an educational institution could not have dealt with this kind of program in this particular time and place in our community.

The single most important lesson which was learned in administering the education and training programs was that decisions must be made on the local level for the successful rehabilitation of poverty people.

The second lesson learned was the great affirmation "that power corrupts and absolute power corrupts absolutely." The success of the Work Training Program depended upon the cooperation of a great many bureaus on the Federal, State, and local level. It was evident from this one small Federal project in Santa Barbara of the great, great reluctance of any one bureau, or department, to give up power or authority or decision-making to another. It was evident at the local level and what was happening on the Federal and State levels manifested itself locally.

I don't know the answer to this problem. I have some ideas, but overlooking the great amount of extra worry, energy, and frustration which went into this program, the deep commitment of a few dedicated souls has given new life to several hundred former hard-core poverty persons in Santa Barbara and at the same time has saved the County of Santa Barbara several millions of dollars on welfare payments in one generation.

It was a rare privilege to cooperate with the Work Training Program and administer the education and training classes. We had no difficulty working with their private organization, although for a time there was a bad situation which had to be changed so that experimentation could take place and flexibility employed to achieve our objectives. Even though we have worked with more than 75 organizations in the last 20 years, never have we been so deeply involved and committed to a program. Without the courageous and inspired leadership of Ida Cordero, Director of the project, and a staff of dedicated teachers, it would not have succeeded.

Our supervisor, Ronald Atwood, who formerly spent two years with the Peace Corps in Africa, is to be commended for his insight, understanding, and appreciation of the project as well as his ability to work with people. This is an introduction to his report. Although volumes could be written on the day to day problems

encountered, this report is merely supplementary to the final report made by Ida Cordero and her staff and in which we participated also.

There is ample evidence in this State to show that special funds are being made available to all school districts having physically and mentally "handicapped" minors. We now realize that a great many parents and other adults in our community who are under-educated and under-skilled are also "handicapped" individuals and need special attention to rehabilitate them. Unless these handicapped adults receive the same kind of "special" consideration as do handicapped minors, they will continue to swell our unemployment rolls and public assistance rolls. Unless we are determined to provide every adult with equal opportunities for the full development of his capabilities, we are failing as educators. We must join forces with other concerned individuals and organizations to adopt legislation on the Federal and State levels to make it possible to continue such programs as this one.

It isn't often that an educational institution has the opportunity to work extensively with a privately incorporated group such as the Work Training Program, Inc., organized solely to help solve a serious community problem. We would be remiss in this brief introduction without saying that it was a privilege to work with its President and Board of Directors and we received unlimited support from them whenever needed. There was also a large group of voluntary consultants who aided the program in every possible way.

In these tumultuous times, with more severe protests and riots on every hand, it is obvious to me that our educational institutions simply must join hands with every agency possible to correct grievances and provide opportunities for every individual in our society to develop to the maximum of his abilities and talents with dignity and self-respect.

Selmer O. Wake, Director
Administrative Dean
Adult Education Division
Santa Barbara City College

FINAL REPORT ON MDTA BASIC EDUCATION AND VOCATIONAL CLASSES OF THE WORK TRAINING PROGRAM, INC.

For many years the need to provide an effective rehabilitation service for local hard-core unemployed poverty families was seen by a number of concerned Santa Barbarans, including the Mayor and the editor of a local newspaper. As a result of the interest of these citizens, a private organization called the Work Training Program Inc. (WTP) was formed with a board of directors which drafted a proposal for providing basic education, vocational training, counseling, and job placement for the hard-core unemployed and severely under-employed adults.

Contacts were negotiated through two funding sources:

1. Department of Labor, Office of Manpower Policy, Evaluation and Research--counseling and job development.
2. Department of Health, Education and Welfare, under the Manpower Development and Training Act (MDTA) - educational staff, supplies and training allowances.

Local administration of the newly formed project was under the Work Training Program, Inc., the Santa Barbara City College Adult Education Division, and the State Department of Employment.

The program was approved as an "Experimental and Demonstration" project and authorized to use whatever new approaches and procedures they found necessary to rehabilitate the poverty group in the Santa Barbara area. Funds for counseling and job services were granted by the Department of Labor in December, 1964. Unfortunately there was a delay of seven months in negotiating approval for the MDTA phase of the project, and it was not until June of 1965, that the training classes could be instituted with living allowances paid to participants.

The MDTA classes consisted of courses in Basic Education, from beginning to advanced, and three vocational courses: Gardener-Groundsman, Custodian-Porter, and Home Attendant. More vocational offerings, some on a higher level, were requested but were either discouraged locally or rejected at the state level.

Success in bringing about changes of attitude on the part of the trainees and in eventual job placement was remarkably high in the overall program. This success was achieved by a dedicated staff, employing new and flexible teaching methods in Basic Education classes and personal counseling sessions which established individual rapport between staff and trainees. Field trips were taken to community governmental, educational, cultural, and recreational facilities which helped broaden the horizons of the trainees. This personalized approach helped the program participant overcome the feeling of alienation and hopelessness acquired from a lifetime of poverty and frustration.

TRAINEE CHARACTERISTICS:

Trainees were usually the heads of families from minority groups, primarily of Negro or Mexican descent. With poor educational backgrounds and work histories, many entered the project totally illiterate. Previous jobs were usually in non-skilled categories such as dishwashing, fruit picking, and domestic labor. Although nearly all trainees had a keen desire to break away from menial, low income work, they had become severely discouraged and, as a result, idle, dependent, and/or delinquent. Some families had been welfare recipients for as long as three generations. Some trainees were parole and/or narcotic referrals. On the other hand, there were some who were simply badly under-employed and needed basic education,(often including the ability to read and write) and training more than counseling to rise above poverty income levels. However, the focus of the program was on the hard-core group which constituted the vast majority of trainees who needed both education and counseling for effective rehabilitation.

ENROLLMENT PROCEDURE:

From the first day a trainee made contact with the training facility, an atmosphere of acceptance and encouragement was an integral part of the program. The teaching staff was aware that the individuals to be trained were usually "test-fear" people who might well have good potential for future work, but who had such low ego-strength that formal testing procedures would shatter their confidence and prove to be quite useless as diagnostic instruments. An informal atmosphere was deliberately created and enhanced by the physical characteristics of the training facility itself. Often trainees were simply shown around, introduced to staff members, and invited to participate in student body meetings, observe classes, and mix with other trainees before any diagnostic testing was attempted. Sometimes this process lasted several days until it was believed that the new individual had begun to feel at ease. The initial tool used for tentative placement of trainees in any particular class was the Jastack Wide Range Achievement Test. This test was chosen for a number of significant factors:

1. It is short, thereby creating a minimum of stress on the trainee,
2. The administrator of the test works and talks with the trainees during its administration, thereby providing an immediate opportunity to ease tensions by establishing a sympathetic relationship,
3. The test itself is specifically designed to detect possible brain damage, improper neurological development, and emotional instability as well as general academic placement. The former factors, especially that of neurological development or "strepho" as it is referred to in the test pamphlet, are crucial factors when dealing with the type of individuals for whom the program was designed.

Many tests were utilized during the course of training. More will be said of them in another section of this report. However, it must be emphasized

that formal testing was minimzed in the program so that a friendly, informal, "non-school" environment could be established in which no person was made to feel that he had failed. The attitude developed by the counselors and adopted by the teaching staff was that all people can learn, and it was the staff's job to find out how to help each one succeed and to build on each individual's successful achievement. The results of this attitude were heartening and enlightening.

CLASS ENVIRONMENT AND STRUCTURE

The main training site was located in one of the "blighted" areas of Santa Barbara, constituting what some would refer to as a ghetto. Most of the trainees, therefore, were within easy reach of the facility and did not have to suffer the embarrassment of returning to a former school building where most had experienced failure. The classes were held in an old army barrack rented from the Catholic Welfare Bureau. Trainees were treated as adults at all times, sitting where they pleased, talking quietly (and sometimes not so quietly) as they pleased, smoking, or having coffee. Trainees were allowed to adjust themselves to the program and procedure as they wished and usually their enthusiasm was quickly apparent.

After testing, basic education trainees were channeled into one of several classes:

1. Special section for trainees speaking Spanish only,

2. Concentrated class for the neurologically handicapped having a condition known among many researchers as "developmental dyslexia," in which the individual's neurological growth has never reached the level of reading readiness. Dyslexia produces inability or severe difficulty in learning to read and write with normal teaching techniques. It occurs in varying degrees of severity and has no relationship to alleged innate intelligence. From 30 to 35 per cent of the WTP trainees were afflicted with dyslexia, and it is believed that this condition was a major factor in relegating them to poverty and dependency or crime. (This condition has been investigated extensively among children and effectively overcome in most cases.) The WTP teaching

staff, with the help of Mr. Harold Danenhower who conducted a special class for dyslexics, dealt effectively with this problem among most adults also,

3. Regular Basic Education classes where they were homogeneously grouped insofar as possible from beginning to advanced.

SPECIAL NATURE OF BASIC EDUCATION CLASSES

As mentioned before, the Basic Education classes consisted of the teaching of remedial math and English, for those going on to a General Education Development test for a high school equivalency diploma, in conjunction with intensive counseling.

Each morning the teaching and counseling staff would meet from 8:30 to 9:00 a.m. before classes started. Teaching and counseling approaches and questions about the rehabilitation of individual trainees were discussed by the entire staff. Within the class structure, in which flexibility rather than strict programming was necessary, ample time was given trainees to discuss whatever seemed to be on their minds. One teacher commented that as much as 25 per cent of class time was spent in what amounted to informal group counseling. The development in each trainee of a sense of belonging and involvement was the underlying dynamic which provided a cohesive force within the classes and within the frequent joint actions of the student-body as a whole. By airing family and personal questions in class, trainees found that they were not alone in their worries and were able to understand and help one another. By their complete involvement they became a part of something rather than remaining isolated and alienated individuals.

The following material was taken from the statements of two basic education teachers regarding the nature of their classes. The statements are included in this report not only because they eloquently reveal the nature of the classes, but also because they relate to several points with which the staff is in agreement regarding normal Adult Education classes as contrasted to WTP classes. Mrs. Wanda Stavros, middle and high level basics teacher (approx. 5th-12th grade):

"Basic education, reading, writing, arithmetic, has been taught while trying to stress values that were necessary for the betterment of everyday living. Facts and discussions on health, nutrition, economy, budgeting, child growth and development, and values both cultural and moral have been foremost themes in the curriculum. Anything that bothered or confused the students was aired, explored and evaluated. Attitudes toward life and employment were examined. The emotions evoked by such studies produced much learning. Somehow a better understanding of oneself and one's place in society seemed to be achieved.

"After teaching Basic Education for two years, I have come to the conclusion that it is the most important class for the type of individual who has been our "target." That is, the individual from the poverty level who is under-educated with a poor work record, usually from or allied with a minority ethnic group, and claiming the services of any or all of the social agencies--welfare, probation, rehabilitation, and mental health. These students are handicapped by more than just a lack of education. They can not take advantage of the services offered by simple re-training or programs regularly offered by Adult Education because of blocking emotions and attitudes. They can be taught a skill and placed on jobs, but interpersonal relationships and work habits are such that they can not be successful. Some of these attitudes are the products of the lack of communication between the sub-cultures and the middle class society. During Basic Education, the exploration of semantics, coupled with the comparisons of morals and mores, help the individual pass through the invisible barrier which has held him back.

"The most important thing that is accomplished through Basic Education is the modification of these detrimental emotions and attitudes. The group action somehow stimulates the factors that cause this breakdown to take place. It is an individual happening--one student may "come alive" after a few weeks; still another may need almost two years of Basic Education to reach the same point. The really important thing is that the majority of the students do reach this point. Once the student "opens up," develops self-awareness, then he is well on his way to becoming a productive member of society. The opportunities are endless, but the individual must first be capable of "reaching up to open the door" before he can begin to climb.

"The students have been so eager for knowledge, to make use of their second chance, that actual book learning is normal and sometimes astounding. But for my students, academic knowledge without this other "MIRACLE" would be of little consequence as far as giving them and their families a better chance."

In addition to her teaching credentials, Mrs. Stavros has a professional background in social work.

Mrs. Jessica Wessler, beginning level basics teacher (approximately 1st-4th grade):

"The hard-core welfare recipient is usually a person who can not take advantage of any usual means of public education nor will he permanently benefit from a skill course of a few weeks. He has too many other problems. He is usually the child of welfare-receiving parents. Sometimes grand-parents as well; therefore, he has usually not been imbued with the middle-class standard of the value of work per se.

"The school was organized on a core group within a "family" group plan. There were four classes, one for non-readers (who received the special teaching method mentioned), and three for low, medium, and high basic education (these overlapped considerably as change-over occurred). The non-English-speaking group was increasingly isolated to receive the intensive conversation they needed. In the (basics classes) the teachers spent roughly 25% of their time on informal group and individual counseling, motivation, and "middle-class" orientation. It was inferred that in order to compete in the middle-class job world, the students had to comply with certain standards of appearance, speech, and behavior. It was attempted to make these goals desirable. The students were encouraged to express their individualities and leadership abilities.

"Once a week, the classes took turns preparing and serving a group luncheon to which community dignitaries were invited. Afterwards, there was a student body meeting, presided over by student-elected officers, and which usually started with a "sing" session. A man who couldn't read was found to have a wonderful singing voice. People who couldn't communicate in English could sing beautiful Spanish songs.

"The staff made progress reports on the getting of jobs, the procurement of low-rent housing, and matters of interest. Outside speakers came in, often bringing films, and talked on such subjects as physical and dental hygiene, how to behave in a job interview, what employers wanted in an employee, work habits, TB detection, the availability of community facilities, child rearing problems. Sometimes educational films were shown; twice, an ex-Peace Corps worker gave lectures on African culture. The Mayor paid a visit, and the State Assemblyman and Senator offered their help (and gave much). People from Welfare spoke and became regular visitors, answering questions. Always, there were more and more questions, as the trainees began to feel confident enough to voice their confusion, doubts, and frustration; they felt that at last somebody was listening. Always, field trips were encouraged. Many of the trainees had never been in other sections of the city, had never taken their children to the free cultural facilities available. There were occasional picnics and parties. For awhile, a hobby group met at night and made puppets and paintings. There was a strong group feeling, both in the core groups and in the program as a whole."

The reports of Mrs. Stavros and Mrs. Wessler give a good picture of the class procedures and integrated student body activities which distinguished the MDTA Basic Education classes within the Work Training Program from the normal remedial courses conducted by public schools. It is also quite probable that the role of MDTA Basic Education classes in the Work Training Program was quite different from the usual MDTA education programs. If it had not been different the staff would have failed to fulfill its commitment as an "experimental and demonstration" project. Although some of these methods appeared disturbingly unorthodox to officials who are not familiar with the problem, the impressive job placement statistics at the close of this report leave little room for argument as to the success of this program.

VOCATIONAL COURSES

It is now necessary to examine a less successful aspect of the MDTA classes in the Work Training Program. Despite the fact that, according to official MDTA policy, vocational training was supposed to follow all basic education, only three vocational programs with a maximum capacity of 135 trainees were made available to the Work Training Program, although it was authorized by contract to provide basic education to 300 individuals. In the beginning, it was understood that new vocational offerings would be recommended through Department of Employment surveys of "demand occupations" for the Santa Barbara area. Unfortunately, during the 30 month operation of the program only one recommendation was made, for nurse's aide and orderly training, and the proposal for this training was turned down at the state level due to cut-backs in Federal monies to California. This inadequate vocational training was helped by the independent negotiation of an On-the-Job Training contract carried out by the Work Training Program staff with funds granted by the Federal Department of Labor. However, the fact that only one vocational recommendation was forthcoming from the local office of the Department of Employment seems to indicate that the survey procedure for locating "demand occupations" needs

revision. The fact that 62 per cent of the Work Training Program graduates who received vocational training found jobs outside the "demand occupations" specified for MDTA classes would seem to reinforce this opinion. The failure of the Department of Employment to promote more vocational training programs,as it had originally agreed, made it much more difficult to achieve the objectives of the project.

Factors other than so-called "demand" are involved in this high percentage of graduates working outside their field of training. Mentioned earlier were three vocational courses which were approved for the Work Training Program: Custodian-Porter, Gardener-Groundsman, and Home Attendant. Only the last of these courses was suited to women even though women constituted half the total enrollment in MDTA Basic Education classes.

Compounding this problem of availability of special training for women was the fact that the occupation of Home Attendant rarely pays income above the poverty level and is definitely not an occupation which trainees viewed with favor. Aside from the poverty wages of this occupation, there exists its association with menial work. In addition, Home Attendant jobs are irregular, usually only part-time; Social Security and other benefits are rarely included, and full-time workers must usually provide their own transportation over a wide area. Minority group women often expressed hostility to such training which they regarded as simply another means for keeping Negroes and Mexicans "in their place." The project staff recognized the validity of their arguments and the limitations of the course, but suggested that it offered them a chance to receive further Basic Education and useful information for the care and management of one's personal household.

Graphs accompanying this report indicate that only 38 per cent of the graduates from the Home Attendant course who were available for work took jobs in this field. Of the ten graduates who did, only three received an increase in salary from jobs they had held before, and only two are presently employed in this field on a full-time basis. In most instances, the ten graduates in the field still required

welfare help and what small earnings they acquired from part-time work were deducted all or in part from their relief checks. Clearly the Home Attendant program was the least effective facet of the Work Training Program.

The picture is a bit brighter with the Gardener-Groundsman and Custodian-Porter courses. Jobs above poverty income and with fringe benefits exist in the community for these occupations. However, there were never enough of these standard income openings to employ all graduates immediately after training.

Fifty-three per cent of the Gardener-Groundsman graduates obtained jobs in their field while 58 per cent for the Custodian-Porter graduates were placed. On the whole, the Custodian-Porter training was the most successful vocational course offered by the Work Training Program. Great effectiveness was added to the training program by having senior maintenance personnel from the County Schools and the University serve as regular instructors for the course. Jobs in this field locally are the highest paid of the three vocational fields offered. The chief employers in this community are the City Schools, the University of California, private research and electronics companies, and hospitals, and working conditions are usually good.

During the three vocational courses a number of training situations were arranged which proved to be effective in giving trainees first-hand experience. The custodian group was given vocational training (as opposed to job related basics) at Santa Barbara Junior High School. Trainees were able to practice in regular classrooms with standard school equipment. To further enrich the program, rotating practice sessions were arranged in which trainees were sent to different schools, including the University, to learn a variety of maintenance jobs and work under different maintenance supervisors.

Similar arrangements were made for the Gardener-Groundsman trainees through the assistance of the Santa Barbara Parks and Recreation Office. Trainees were sent on practice sessions to golf courses, beaches, parks, public buildings, grounds, etc.

There were also field trips to the Botanic Gardens and several local nurseries. Finally, we were able to secure Mr. Orval Bond, Superintendent of Parks and Recreation for Santa Barbara, as an instructor for the last section of this course. Mr. Bond had shown a keen interest in and support for the efforts of the Work Training Program, and his understanding help as an instructor knowing first-hand the requirements for hiring local workers was invaluable. He made a substantial contribution to the success of the last section of this course.

Although field experience was more difficult to arrange for the Home Attendant trainees, we did utilize the free services of the local Red Cross agency to provide training in patient movement and handling, first aid and child care. This provided experience with standard hospital equipment and the opportunity to receive certification in those three areas of study. In addition, trainees were sent on field trips to the gas and electric companies, and to local markets to learn shopping values for special dietary and regular family needs. Finally, the vocational training for this course was held in a rented apartment where trainees could practice the care and maintenance of a standard household including the preparation of various meals. With regard to this last item, emphasis was placed on the use of surplus food items, which are available to low income families, in appetizing meals.

MATERIALS AND EXPERIENCES FOUND EFFECTIVE IN BASIC EDUCATION INSTRUCTION

The most effective approach to basics instruction was through the sensitive development of trainee-teacher relationships. Our experience indicates that the use of programmed instruction materials and teaching machines of various kinds is definitely of secondary importance to the role of the human warmth and responsiveness of an understanding teacher. This is particularly true when dealing with the type of individuals especially recruited by the Work Training Program; the hard-core, multi-problem adult head of the family.

The following section of this report is a listing of the teaching materials and equipment made available to the program instructors, and a summary of their personal evaluations regarding these materials. A separate listing of materials useful in the instruction of dyslexics follows the first listing.

SCIENCE RESEARCH ASSOCIATES

SRA Non-Verbal Form #7-571 Useful

To conclude this section on an evaluation of teaching materials in the Basic Education classes the following is a list of tests used and the reasons for their selection.

A. Tests used by teachers:

1. Jastack Wide Range Achievement

   Used as a placement tool and to assess achievement.

   This test proved helpful in spotting trainees who possibly were dyslexic, emotionally disturbed, or of limited endowment/brain damage.

2. SRA Non-verbal Intelligence Test

   Quick but not too reliable; used to help confirm opinions of staff.

3. SRA Reading Placement Tests

   Used to place individuals at proper levels in SRA and RFU reading labs. These reading labs were well received by the adults; especially IIIa and IVa.

   The information was factual and of interest.

4. McCall-Crabb Reading Tests

   Well received by students; used as reading lessons.

   Consists of timed reading exercises on different reading levels

5. California Achievement Tests (CAT) -- (Jr. High level and Sr. High level)

Good diagnostic tool--pinpoint educational area of trouble for student. Especially helpful for those who wanted to pass GED Test. (This test indicated people who should be urged to take GED) Test very verbal so good only for people who could read or write.

B. Tests used by Senior Counselor, Harold S. Danenhower.

These tests were used clinically in evaluations of individuals to determine whether or not they had developmental dyslexia.

1. Association - sound and symbol:

French Orton Association Test

2. Intelligence - non-verbal:

SRA form AH

3. Perception

Bender Gestalt

4. Reading - oral

Gray's Oral reading paragraphs

5. Achievement - reading, spelling, arithmetic

Jastack Wide Range Achievement Test

6. Coordination for balance

Heath Rail Walking Test

7. Laterality

Delacato Laterality Test

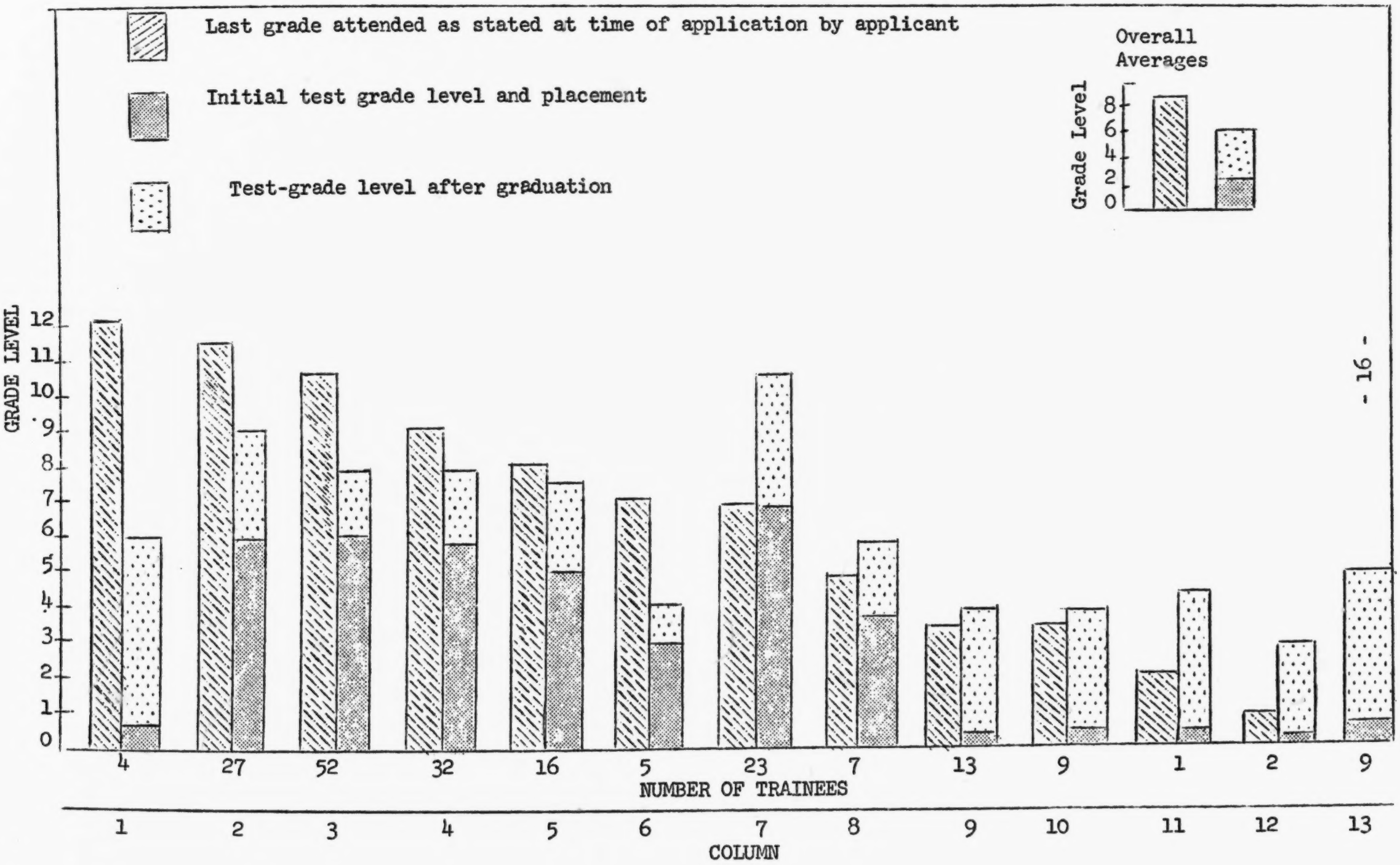
Mr. Harold Danenhower, the program's clinical psychologist, selected from the list of instructional materials the following items which were useful in dealing with trainees who were afflicted with dyslexia:

	COMMENTS:
ADULT EDUCATION ASSOCIATION	
Reprints of the "Functional Reading Word List for Adults"	Good, very useful
EDUCATORS PUBLISHING SERVICE	
Remedial Training for Children with Specific Disability in Reading (2 sets)	This is <u>basic</u> for teaching dyslexics - very valuable
HOLT, RINEHART & WINSTON	
Life with the Lucketts	All valuable to use with dyslexics
Get your Money's Worth	
The Thomases Live Here	
READERS DIGEST SERVICES	
Reader's Digest Skill Builders	Valuable - used a great deal with dyslexics
Adult Education Readers	
U. S. GOVERNMENT PRINTING OFFICE	
Stories for Today	Good
Stories Worth Knowing	Good — All valuable with dyslexics
New Flights in Reading	Good
WASHINGTON SQUARE PRESS	
15 American One-Act Plays	
Pocket Book of Short Stories	Very good
Pastures of Heaven	Very good
POPULAR LIBRARY	
Webster's New World Dictionary	Very important
PSYCHOLOGICAL CORPORATION	
Wide Range Achievement Test	Very useful

GRADE LEVEL ACHIEVEMENT

No formal grades were ever issued to trainees, but the teaching staff did make evaluations to assist in job counseling. Standardized testing and close appraisal of daily work were used to determine grade placements. The average trainee improved his functional educational level by four grades during a 20 to 40 week course of training. The following graph illustrates: (1) the number of years of formal education; (2) actual grade placement at beginning of training; (3) and grade achievement during the training of 200 students, (over two-thirds of the total basic education enrollment) up to the time of this report. It must be remembered, of course, that the grading of an individual can be quite arbitrary, especially when a trainee has widely different levels of achievement in various subjects. A straight averaging of achievement levels was used in computing each trainee's grade placement.

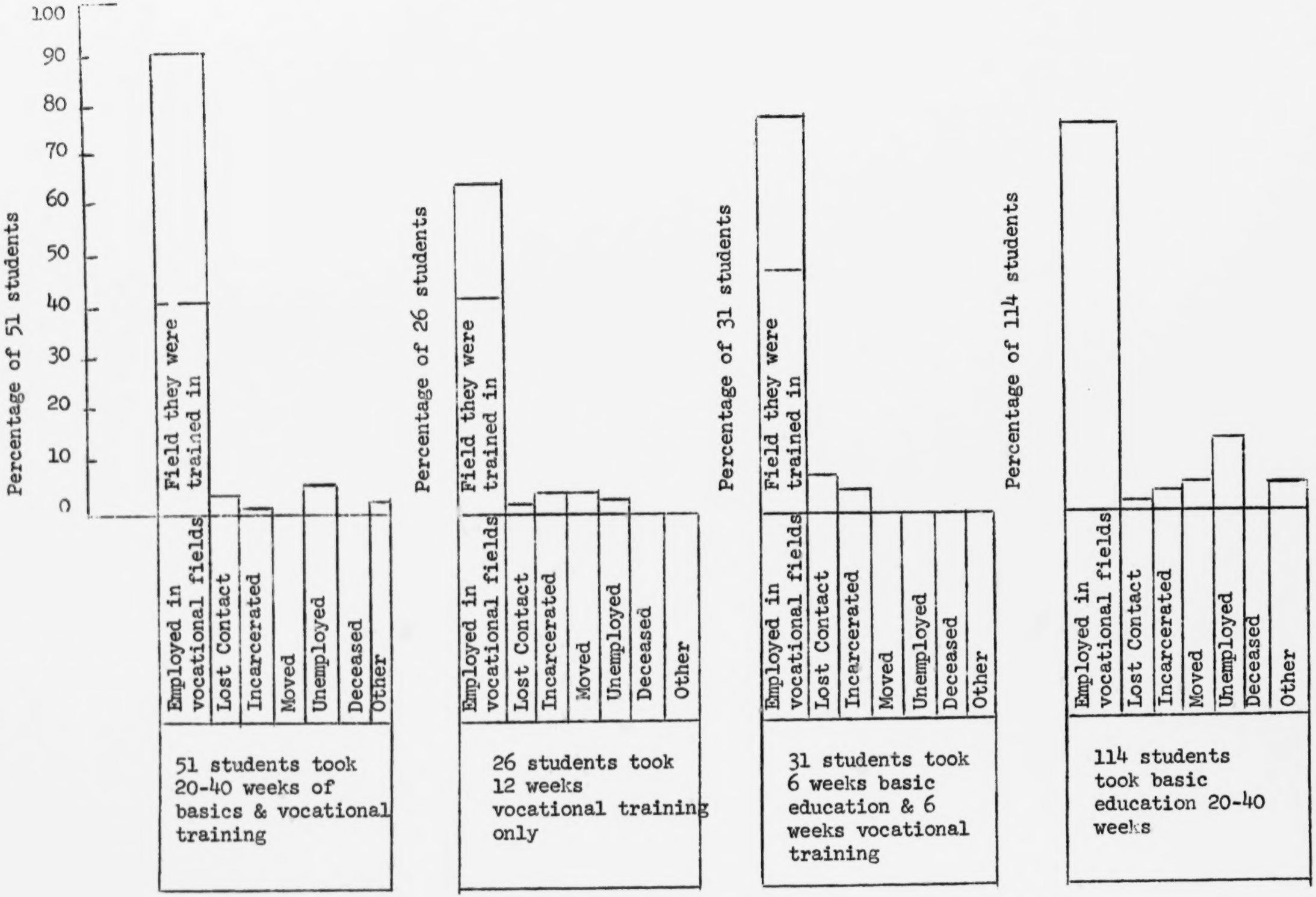
SUMMARY OF THE EDUCATIONAL BACKGROUND, PLACEMENT,
AND ACHIEVEMENT OF 200 STUDENTS SELECTED AT RANDOM



JOB PLACEMENT STATISTICS - A COMPARATIVE ANALYSIS

Early analysis of the project (see Appendix "A") revealed that our Basic Education program alone was just as effective in job placements as our vocational training. The accompanying graph indicates that, as time went on, the effectiveness of basic education in job placements surpassed vocational training programs by a significant percentage. The graph also indicates that greater effectiveness in job placements was obtained by actually cutting the length of vocational training in half in order to provide six weeks of vocationally related basic education. Finally, the addition of even greater amounts of basic education (20 weeks or more) yielded the highest job placement percentage (89%) of all training situations.

Clearly the key ingredient to job placement success in this experimental program was basic education. However, it must be emphasized that the Basic Education classes were utilized not merely for the teaching of math and language skills, but also for the building of group participation, civic awareness, and self dignity. It was this emphasis on self-development through involvement and informal counseling which the teachers and staff of the program believed to be the most important factor in rehabilitation.



ANALYSIS OF BASIC EDUCATION, VOCATIONAL EDUCATION, AND THE COMBINATION OF BOTH IN RELATION TO JOB PLACEMENT.

VOCATIONAL TRAINING, PLACEMENT AND UPGRADING

The following graph is largely self-explanatory. It reveals that real upgrading in terms of income and/or status was not particularly evident among the in-the-field graduates of the Gardener-Groundsman and Home Attendant courses.

To help solve the problem of inadequate and unsatisfactory vocational training for women, the staff and teachers organized a special program in general office and clerical skills. Fine cooperation and voluntary help were received from the local business community to promote this special training program which could not be approved for MDTA financing. Women in the program literally clamored to take part in this training, which was integrated into the regular basics program by dedicated extra work from the teachers. Although financial returns for general office skills are not very high, the status level of clerical work is much higher than that of domestic work due, partially, to discriminatory hiring practices.

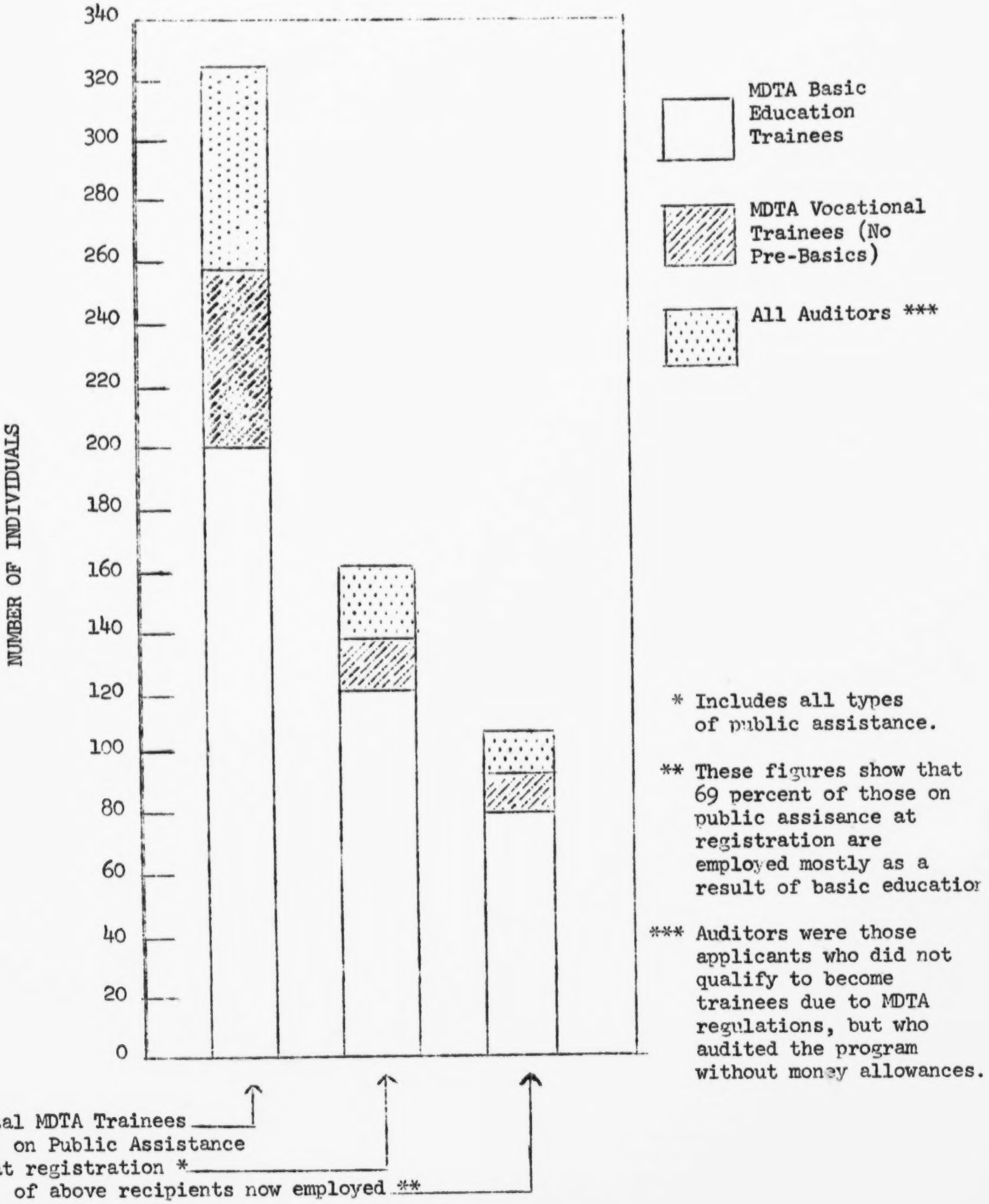
Judging from the enthusiasm for office training among trainees, it is the opinion of the staff that serious consideration should be given to the factor of status in planning any vocational training of poverty individuals. To provide opportunities for good jobs which would raise the status level would rest upon employers rather than upon educators.

We underestimate the desires of the under-skilled and under-educated. We are too quick in organizing low level status training programs for these groups. With proper counseling, training, and education, a great many can enter the regular occupational work force.

PUBLIC ASSISTANCE

The following graph illustrates the effect of MDTA training on the receipt of any form of public assistance.

Immediately prior to registration, approximately 50 per cent of the program's trainees were receiving some form of public assistance. Nearly 70 per cent of these individuals are now employed. In several cases, cycles of up to three generations of welfare recipience were broken for the first time.



* Includes all types of public assistance.

** These figures show that 69 percent of those on public assisance at registration are employed mostly as a result of basic educatior

*** Auditors were those applicants who did not qualify to become trainees due to MDTA regulations, but who audited the program without money allowances.

EVALUATION OF MDTA INSTITUTIONAL TRAINING IN RELATION TO PUBLIC ASSISTANCE AND EMPLOYMENT

JOB PLACEMENT IN RELATIONSHIP TO VOCATIONAL TRAINING AND UPGRADING

GARDINER - GROUNDS

CUSTODIAN - PORTER

HOME ATTENDANT

Per cent of trainees
0
10
20
30
40
50
60
70
80
90
100
Per cent of total trainees employed in vocation
Per cent up-graded - financially or status wise
Per cent of total trainees available for employment
Per cent of available trainees in vocational field
Per cent of trainees employed in vocation field/ related field
Per cent up-graded - financially or status wise
Per cent of total trainees available for employment
Per cent of total trainees in vocation field/related
Indicates Related Field

CONCLUSIONS

The purpose of the MDTA classes within the Work Training Program was to assist hard-core, poverty-income adults in building self-confidence and in preparing for financial independence. The project was granted as an "Experimental-Demonstration" program which permitted the teachers and staff to use flexible and innovative techniques in education, training, and rehabilitation.

In summary, those factors or techniques which increased the effectiveness of instruction in achieving the purposes of the program are listed below. This is followed by a list of factors which impeded the effectiveness of the program. It is hoped that this listing will provide help in the planning of future training projects.

FACTORS WHICH INCREASED EFFECTIVENESS:

1. Teachers and counselors working hand-in-hand with daily pre-class meetings to provide immediate modification in services or instruction to trainees;
2. Careful and gradual integration of new trainees into the project by the avoidance of written forms (extremely embarrassing for the illiterate) and the use of an informal "get acquainted" period which varied according to the needs of the individual;
3. Provision for the instruction of dyslexic individuals who form a large segment of the poverty-income community;
4. Alleviation of alienated feelings among trainees by joint student body activities and weekly gatherings directed by the elected representatives of the trainees and in cooperation with staff members.
5. Ample class time for free discussion of personal or community problems and an opportunity for trainees to be involved in helping one another;
6. Avoidance of excessive formal testing, grading, or strict lesson planning;
7. Emphasis on a sensitive, personal teaching situation rather than programmed instruction techniques;

8. Encouragement of civic and cultural awareness by frequent field trips to community parks, exhibit halls, libraries, museums, and government offices;

9. Participation in City Council meetings and hosting of luncheons at the training site with guest speakers from civic and social agencies;

10. Experiential teaching through the above two items (8 & 9) for social studies and the use of actual work situations for vocational training;

11. Open discussion of class planning or changes with trainees to aid the staff in more realistic appraisals and to increase the trainees' sense of meaningful involvement;

12. Flexible entrance and termination of trainees from or into any class or from or into the program itself according to the needs of the trainee.

(This last item greatly improved the effectiveness of the program when it was made possible, but it could not always be done because of existing MDTA regulations.)

FACTORS WHICH IMPEDED EFFECTIVENESS:

1. Inadequate provision for efficient use of Department of Employment services. Original program planning should have provided for a full or at least half time State employment counselor to work at the training site itself in processing trainees for allowances and referring them for jobs. The lack of such a provision created an operational problem for both the training project and the State Employment Office;

2. Inadequate vocational training, especially for women. It is the opinion of the staff that current means for surveying "demand occupations" are very much in need of revision;

3. Failure of MDTA administration at the State and Federal levels to operate quickly and flexibly in meeting the urgent needs of local programs. Liberty has been taken to imply that this problem affected other projects also, since similar criticisms have been found in final reports of other programs.

4. Insistence on "by-the-book" operational procedures despite the imperative in the project to "experiment and demonstrate." Severe handicaps to individual trainees and to the efficient operation of the total program resulted from the insistence on following rigid rules and regulations by MDTA administrators. It is the opinion of the staff that only guidelines, not rules, should be set for experimental projects, and that even these should be quickly waived if the welfare of a trainee is in jeopardy. To ensure operational efficiency, the judgment of a trainee's welfare must be given to the local agency. This was not done and it caused much difficulty in reaching and educating the hard-core group.

5. The requirement of a certifiable work history (formerly two years, now one) to receive a training allowance restricted the eligibility of many individuals who could have been assisted and rehabilitated. Under current regulations, the exact date of starting and terminating employment must be known by prospective trainees, most of whom had irregular, seasonal employment records which, in many cases, made verification impossible. In such a situation, the first and last months of employment are not counted, so that a harvest worker who labored three months every year for five years is credited with only five months work rather than fifteen. Despite the fact that the purpose of this project was to recruit the hard-core who had extremely poor work records, it seems highly illogical that any work requirement

should be made and even more illogical that an individual who might in honesty have completed this requirement, but cannot prove it, should still be denied an allowance. This restriction should not have applied to an "experimental-demonstration" project dealing with hard-core, multiple-problem heads of families.

The above listing of positive and negative factors relating to the effective operation of this program is not comprehensive, but does provide some major points for consideration in future program planning. The tragedy of rioting has caused many responsible leaders to take another look at the organization of current poverty programs. In many of the statements of reappraisal by these leaders, the Work Training Program staff has noted approval and recommendation for guiding philosophies and operational techniques which the Work Training Program staff instituted more than two years ago. It is hoped that the examples and findings of the Work Training Program staff, with whom we were privileged to work in sponsoring and supervising the educational and training projects, can be used in other programs throughout the nation.

Even though this report indicated that there were a great many obstacles seemingly put in the way of this "demonstration" project, the deep commitment of the teaching and counseling staff to the objectives of the project, plus the inspired leadership of its director, Mrs. Ida Cordero, made it possible to rehabilitate and place in jobs an exceedingly high percentage of the number of poverty people contracted to serve in the original proposal.

Our experience shows that with counseling, compassionate, and carefully planned educational and training programs, the hard-core, multi-problem individual definitely can be rehabilitated and become a fully participating member in our society. This has been admirably "demonstrated" by the Santa Barbara Work Training Program.

APPENDIX A

OCTOBER 1966 REPORT

M D T A R E P O R T
STATISTICAL ABSTRACT
By Ronald Atwood, MDTA Coordinator

INDIVIDUALS WHO HAD CONTACT WITH MDTA PROCESSING

Processed but did not enter or attended just one week 12

Attended but were not eligible for training allowances 11

Trainees in on-going programs:

Receiving basic education and vocational counseling 35
Receiving specific vocational training (17 had basics) 29
64

Total trainees in on-going programs 64

Trainees terminated from the program:

Received basic education (no vocational). 88
Received vocational training (18 had basics) 54
142

Total trainees terminated 142

TOTAL INDIVIDUALS WHO HAD CONTACT WITH MDTA PROCESSING 229

The above figures are based on records as of October 1, 1966.

ATTENDANCE STATISTICS

Trainees in basic education classes:

Completed 20 weeks of training 130 78.8%

Reasons for noncompletion of 20 weeks:
Early job placement 10
Entered vocational training 7
Enrolled at City College . . 1
Moved from area 2
Illness 3
Child or family care 6
Legal involvement 4
Couldn't adjust to program . 1
35

Total who didn't complete 20 weeks . . . 35 — 21.2%

Total entered in basic education classes 165 — 100 %

Trainees in vocational programs

Completed vocational training . . . . . 33 — 75 %
(Discounting the second section of Gardener-Groundskeeper)

Reasons for noncompletion:
- Early job placement. 4
- Transferred to basics . . . 4
- Illness 1
- Moved from area 1
- Legal involvement 1

11

Total who didn't complete . . . 11 — 25 %

Total entered in vocational programs. . . 44 — 100 %

There has been an 85% attendance record for all those enrolled in basic education and the vocational programs.

GRADE IMPROVEMENT

Average grade improvement of those in basic education:

Under 20 weeks . . . . . 1.1)
20 to 40 weeks . . . . . 2.1) Over all 2.1
Over 40 weeks . . . . . 3.0)

Based on random sampling of 72

EMPLOYMENT RECORD

Percentage of trainees available for work now employed:

Those who received only basic education 86.2%

Those who received vocational training . . . . . .85 %

Reasons for not being available for work:
- Pursuing further education 11 (7 at City College)
- Moved from area 14
- Child and family care . . . 5
- Illness 13
- Severe Dyslexia (neurological reading handicap) 3
- Apathy 0

Incarceration (All of these individuals had legal problems before entrance and were taken before a meaningful involvement with the program had a chance to develop) 8

Number of incipient or cyclic welfare cases now broken

Second generation recipients	22
Third generation recipients	2
Fourth generation recipient	1
Over five years	9
Less than five years	28
Total	62

All statistics of this report are based on figures as of October 1, 1966.